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ABSTRACT

The Association of Teacher Educators (ATE) plays an important role in teacher education, and, if it is to continue to do so, must meet the challenge of change in teacher education. The role of ATE, as established in its constitution, is to provide individual professional growth for all persons concerned with teacher education and to promote quality teacher education programs. ATE therefore (a) encourages more minority group participation in its organization, (b) emphasizes the need for educational renewal centers and the continued exchange of personnel involved in the various aspects of teacher education, and (c) encourages experimentation with competency based teacher education. Most importantly, however, ATE wishes to stress the need for inservice teacher education. In the past, the Association had its greatest impact on teacher education in the area of supervision and development of teaching. Now, however, ATE recognizes that only inservice education offers hope for improvement and innovation in education. (MK)

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THE ROLE OF ATE IN TEACHER EDUCATION

(An Abstract of the presentation by Dr. Melvin C. Buller, Executive Secretary, Association of Teacher Educators)

The purposes of the Association of Teacher Educators as stated in Article II of its constitution is: (A) To provide opportunity for individual professional growth for all persons concerned with teacher education through: 1) Participation in meetings of the Association, 2) Leadership opportunities, 3) Preparation of publications and other media, 4) Access to publications and other media, 5) Personal association with other teacher educators, and 6) Development of personal and professional ethical standards, and (B) To promote quality programs for teacher education by: 1) Preparing and disseminating ideas, practices, and programs, 2) Encouraging, initiating, and engaging in program development and research, 3) Providing leadership through a, issuing position papers, b, developing guidelines for excellence in professional preparation, c, helping frame and promote state and national legislation, rules, regulations, 4) Cooperating with other educational agencies, organizations, and institutions, and 5) Serving as a coordinating vehicle through which related teacher education organizations may: a, engage in productive dialogue, b, cooperate in services - publications, administrative, and research, c, engage in collective action.

The policy making body of ATE, its Delegate Assembly, in its second annual session, February 1972, called for more effort in involving minorities in the organization; endorsed the proposition that educational renewal centers should include institutions of higher education, schools, state depart-

ments of education, professional groups, and the community. In another resolution the Assembly expressed support for cooperative exchanges of school and college personnel who are directly or indirectly involved with and in all phases of teacher education; and in yet another resolution it directed ATE to stimulate and support research and programs promoting and implementing solutions to meet the need for valid evaluations of teachers, student teachers, higher education personnel, and standards for improving teacher education.

In 1973 the Delegate Assembly endorsed the principle of self-governance and at the same time pointed out that ATE holds the unique position of comprehensive membership with representation from the public and private sectors of education, including elementary and secondary school teachers, supervisors and administrators, post secondary school faculty and administrators, state department of education staff and members of professional organizations.

Also in 1973, the Association spoke to the issue of competency based teacher education and called for teacher preparation agencies to foster development and experimentation in alternative forms of teacher education, but in so doing, to incorporate personnel from public and private schools, boards of education, higher education, students and the community where appropriate in the process of a) identifying desirable and needed teaching competencies, b) organizing learning experiences appropriate to the acquisition of these competencies and, c) assessing how well such competencies are acquired. The delegates also confirmed ATE's stand on the principle that the social and educational needs of America are as important as any other feature of the national government's realm of activities.

Through its persistent effort, following the delegates stringent action in 1974, the Association of Teacher Educators was given the opportunity for representation in NCATE, the National Council for Accreditation of Teacher Education.

The Association of Teacher Educators, formerly the Association for Student Teaching, AST, has had its greatest impact on teacher education in the area of supervision and development of student teaching. It has a history of expertise as demonstrated in its program of activities, especially its publication program, but even more so, through its professional leaders who have given direction to teacher education over the years.

Although the membership of AST in 1970, broadened their objectives by adopting a new constitution and changing the association's name to ATE, Association of Teacher Educators, its membership today still continues, in a broad sense, to b[illegible]ically consist of directors and supervisors of student teachers.

Today, however, is a new day and a major change of emphasis in the role of the Association must be proposed. To more adequately meet the needs of today's teacher educators, ATE must give emphasis to the student of teaching rather than place the emphasis on student teaching. It must give emphasis to inservice rather than to preservice, moving the focus away from teacher education which precedes teaching to the teacher of experience to effect change. Preservice education of teachers offers little hope for improvement and innovation in education. The Association must give more direction to teacher education as a continuing experience rather than merely advance preparation.

The Association of Teacher Educators is open to all interested in teacher education and its constitution provides that policy will be dictated by teacher educators from schools as well as colleges. It has a history of cooperative endeavors with other like organizations. But times change and people change -- the challenge of change can only come about with the vision of change. ATE has the potential, it has the structure -- it can take its rightful place in teacher education for today's world.